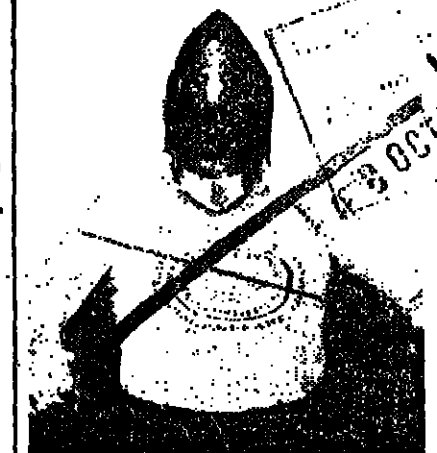




Bernard Crick examines the past, present and future of the Royal Shakespeare Company, page 9

Museums

Roy Strong reviews Kenneth Hudson's *A social history of museums*. "I am against too precise a definition of what a museum is beyond the generalization that it exists to collect, display, preserve and elucidate", page 10

Politics

German historiography and industrial power and British working class movements are among the subject of books reviewed on page 11

Ancient or modern?

Lucy and Kari Blackburn compare the relative merits of Cambridge and Sussex, page 4; letter, page 8

Views

David Martin contributes his last column, page 5
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A level and after

The THES series on sixth-formers and their choices is concluded on page 4

Running the show

Harry Brooks describes the life of a university administrator, page 15

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NEW YEAR HORNER'S LIST



THE CHANCELLOR OF THE EXCHEQUER, SIR ALAN BULLOCK, MASTER OF ST ALBANS COLLEGE, OXFORD UNIVERSITY, BECOMES A LIFE PEER. HE WAS VICE-CHANCELLOR OF THE UNIVERSITY FROM 1969-73. HIS SUCCESSOR, J. H. BAKKUS, PRINCIPAL OF JESUS COLLEGE, BECOMES A KNIGHT BACHELOR. ERNEST PHILIPS, PROFESSOR OF ECONOMICS AT LONDON UNIVERSITY, PROFESSOR A. S. V. BURGON, DIRECTOR OF THE NATIONAL INSTITUTE OF MEDICAL RESEARCH, DR W. M. HENDERSON, SECRETARY OF THE AGRICULTURAL RESEARCH COUNCIL AND DR A. W. MERRILL, VICE-CHANCELLOR OF BRISTOL UNIVERSITY, HAVE ALSO BEEN KNIGHTED. PROFESSOR JOHN DADIE OF THE ROYAL POSTGRADUATE MEDICAL SCHOOL, LONDON, AND DR CYRIL LUCAS OF THE NATIONAL ENVIRONMENT RESEARCH COUNCIL ARE ALSO KNIGHTED. MR LEWIS SHIPMAN, DEPUTY SECRETARY OF THE DEPARTMENT OF EDUCATION AND SCIENCE, BECOMES A COMPANION OF THE ORDER OF THE BATH AS DOES MR PENE GREBENIK, PRINCIPAL OF THE MIL SERVICE COLLEGE. A full list of honours to educationists will be published next week.

Sir Alan becomes life peer

The universities and research councils are well represented in the New Year Honours List, published today. Sir Alan Bullock, Master of St Albans College, Oxford University, becomes a life peer. He was vice-chancellor of the university from 1969-73. His successor, J. H. Bakkus, Principal of Jesus College, becomes a knight bachelor. Ernest Philips, Professor of Economics at London University, Professor A. S. V. Burgon, director of the National Institute of Medical Research, Dr W. M. Henderson, secretary of the Agricultural Research Council and Dr A. W. Merrill, vice-chancellor of Bristol University, have also been knighted. Professor John Dadie of the Royal Postgraduate Medical School, London, and Dr Cyril Lucas of the National Environment Research Council are also knighted. Mr Lewis Shipman, deputy secretary of the Department of Education and Science, becomes a Companion of the Order of the Bath as does Mr Pene Grebenik, principal of the Mil Service College. A full list of honours to educationists will be published next week.

Academic salary comparisons

Salaries paid to university teachers as a result of the recent cost of living settlement are set out here in table.

	Universities	Further Education
Lecturer	3174	3278
Senior Lecturer	3378	3498
	3785	3717
	3890	3936
	4194	4155
	4398	4374
	4502	4593
	4806	4931
	5010	5151
	5214	5351
	5418	5552
	5622	5753
	5826	5954
Senior Lecturer	6030	6262
	6234	6493
	6446	6721
		6955
		7186
		7417
Senior Lecturer/Reader	6234	6540
Principal Lecturer	6446	6744
Reader	6652	6954
	6858	7164
	7064	7374
	7270	7584
	7476	7794
Professor	7682	7994
Head of Dept		8204
Grade IV min		8414
Grade V min		8624
Grade VI min		8834

New union promises tougher line on teacher cuts

by David Hencke

Tougher attitudes against cuts in higher education can be expected from education unions and pressure groups this year unless Mr Mulley, Secretary of State for Education, is successful in defending the education budget from further Treasury assaults.

The creation of the new 60,000 strong National Association of Teachers in Further and Higher Education yesterday brought a warning from Mr Bill Boden, its education secretary, that the union would resist redundancies across the whole field of higher education including teacher training, where 7,000 lecturers' jobs are threatened by the reorganization of the colleges.

Mr Boden, whose union is an amalgamation of the former Association of Teachers in Technical Institutions and the Association of Teachers in Colleges and Departments of Education, emphasized that it would give particular support to the new colleges of higher education, many to be created next September.

He also warned that the union would be defending teacher training lecturers, whether in polytechnic departments or in the new colleges, from further cuts. The new union is expected to take a strong position over cuts in in-service training, particularly after the campaign mounted by the ATCDE in the closing months of last year.

Mr Henry Clapham, secretary of the CEA, said: "We shall be supporting Mr Mulley in his campaign to make sure that money allocated to education is spent but we shall oppose the Minister if we think he is not defending education from further cuts".

The National Union of Students, in line with its conference resolutions, will be supporting tougher action.

Mr Laurie Supper, general secretary of the Association of University Teachers, said his union, which is holding a ballot for membership of the Trades Union Congress in the spring, welcomed the vice-chancellors' recent statement that redundancies in universities were anathema to them.

The National Union of Teachers will be taking up the plight of the 10,000 newly qualified teachers expected to be unemployed on leaving colleges and departments of education in July. The union's education department has commissioned a survey of employment prospects which will be released later.

The Council for Educational Advance is co-ordinating a series of local campaigns throughout the country aimed at ensuring that local authorities spend their share of the rate support grant on education. A national campaign will be launched later this year to persuade the Department of Education and Science to increase education spending.

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The day Britain led from the Left

At about 5.00 am on December 14 Rumanian time, 660,000 members of the United Kingdom National Union of Students assented to a 17-page communiqué on the State of the World.

Their assent was given by four people, including the president and deputy president of the union, Mr Charles Clarke and Mr Al Stewart. Their agreement with 21 other students' unions from East and West Europe ended an exhaustive three-day European meeting in Bucharest which will go down in the history of student unity as a victory for progressive forces.

Nearer home, the remaining 659,996 union members, may be a little puzzled by some of the decisions taken in their name. Those unfamiliar with conference dialectics will be puzzled by the language and those unfamiliar with politics surprised at the attitudes of their delegation.

Among the topics discussed at the conference, this year hosted by the Union of Communist Students Associations of Rumania, were détente after the recent Helsinki agreement; democratization and working class access to education; the development of the struggle for equal rights for women; anti-fascism and Chile.

SSRC may set up panel on social administration

by David Walker
Social Sciences Correspondent

The Social Science Research Council will be asked at its next meeting to give more importance to the growing subject of social administration in the distribution of its research grants.

At its January meeting the SSRC will consider a proposal from the sociology and social administration committee that responsibility for the two subjects be split. It is likely to recommend that a panel be set up for two years to report on how funds for research in social administration should be administered in future.

The move comes after consultation between SSRC officials and members of both the Social Administration Association and the British Sociological Association which showed that most social administrators were in favour and the sociologists raised no significant opposition.

Members of the sociology and social administration committee consider social administration has now grown to such a size that its interests can only be looked after by a separate body, though a prominent social administrator from the London School of Economics reported that the sociologists had "bent over backwards" to be fair.

The SSRC's decision mirrors what many academics consider is the growing separation of social administration from sociology in teaching. Most universities, with notable exceptions like Essex, have separate social administration departments. Many teachers of the subject say it draws as much stimulus from disciplines other than sociology, such as economics, law, politics.

However consultation between the SSRC and the sociologists produced some disagreement, particularly among those like Professor Hilary Rose of Brunel University who consider their work spans the two areas.

Chair for 27-year-old

A 27-year-old lecturer in economics has been awarded a chair at Birmingham University, making him one of the country's youngest professors.

Dr P. C. B. Phillips from Essex University has been appointed professor of econometrics and statistics and head of the department at Birmingham from the beginning of the summer term.

London and Moscow universities are to be twinned in the first cultural exchange between university students in the two countries.

The final communiqué called for "anti-imperialist solidarity, peace, progress and freedom against fascism, neo-fascism and reaction in the entire world".

It paid tribute to the initiatives of the socialist countries and in particular the Soviet Union in working for disarmament.

The attitude of the British delegation, however, angered Liberal and Conservative delegates from Sweden and puzzled even Communist delegates from Rumania and Yugoslavia.

The Swedes, who could not see why attacks on NATO should not be extended to Soviet troops in Warsaw Pact countries, were angered when they found that Britain supported the Soviet line.

Rumania, who strongly objected to attacks from Poland on the Chinese as aggressive forces, was puzzled when Britain supported a hard-line view.

Communist students from Yugoslavia did not quite expect to be told they were a "capitalist country" out of favour with Britain and the Eastern bloc.

Conference report page 2

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London and Moscow in culture exchange 'first'

Student organizations representing 70,000 undergraduates at London University and Moscow State University are to be "twinned" in what is believed to be the first cultural exchange agreement between students of Russian and British universities.

Next year will see the first such exchange between the two countries when students of the University of London Union representing political and sporting groups travel to Moscow.

The final points of the twinning arrangement were agreed between the National Union of Students and the Students Council of the USSR during the thirteenth European meeting of National Student Unions in Bucharest last week.

It follows one year of detailed negotiations and its implementation has been accelerated by the facilitation of the Helsinki agreement between Britain and the Soviet Union which provided for increased cultural exchanges.

Mr Trevor Phillips, president of the University of London Union and a member of the NUS delegation to Bucharest, said: "I believe that following the Helsinki agreement and the point of détente every effort should be made for more cooperation between East and West, and particularly important for British students not to remain ignorant of a

country the size of the Soviet Union. "I would hope that within the next 40 years cooperation and understanding will have grown so that they can work together to solve many of the world's problems."

Mr Mihail Ilyin, a member of the Students Council of the USSR, said: "The Soviet Union has been long looking for an agreement between a British and a Russian university and we are pleased that an agreement has finally been reached."

He said that twinning arrangements between universities in communist countries were very common with students often visiting universities in other countries. Agreements had recently been reached with universities in Finland and West Germany.

Many delegates to the Bucharest conference, although critical of the Chinese, particularly over their recognition of the fascist Junta in Chile, expressed a willingness for increased travel between East and West.

Rumanian students called for multilateral cooperation between the Balkan states of Europe, including Bulgaria, Turkey, Albania, Rumania, Greece and Yugoslavia. They also called for the creation of a nuclear-free zone in the Balkans, and, significantly, for the withdrawal of all foreign troops in the area, including those from the Soviet Union and the United States.

V-c's support to be sought for Chile protest campaign

Vice-chancellors throughout Western Europe are likely to be approached by students' unions asking them to protest about the ending of university autonomy by the Chilean fascist Junta and the replacement of academic staff by military personnel.

The National Union of Students is expected to request an early meeting with the Committee of Vice-Chancellors and Principals to ask them to co-operate in the venture. The approach to vice-chancellors is one of a number of schemes agreed by student representatives which aim to isolate the Junta from other countries and put pressure on the regime.

The Chilean regime's record of torturing and imprisoning students was condemned by the 21 organisations at the European meeting. A special session held "in solidarity with the people, youth and students of Chile" demanded support for those fighting the Junta; an end to terror and repression; the restoration of human rights and academic freedom; the release of

political prisoners; the right of students to organize; the end of the state of emergency and the release of students.

Hope was expressed that the Junta might release a number of student prisoners if they could be offered places in European universities.

Support by the Chinese Government for the Chile regime was harshly condemned by Poland and Hungary but Rumania objected to attacks on another communist country by the conference.

Delegates from the Federal Republic of Germany expressed concern at the growth of *Bundeswehr* in a number of states in the country. This process, whereby students with Left-wing views and those who have been politically active in universities, have been refused jobs was claimed by German students to have been increasing in the past few months.

One delegate warned that the practice of excluding students with Left-wing views had begun with Communists but had now spread to even some Left-wing Social Democrats and Left-wing Liberals.

Accept your limitations, international experts told

by Jane Headley

Teachers of international affairs should acknowledge their continuing limitations, international experts told.

More than 100 delegates at second annual conference of the British International Relations Association heard Professor J. Rosenau of the University of Southern California, say that world affairs were challenging standing assumptions and traditional concerns.

Speaking at Birmingham University he said: "I do not pretend to have a special comprehension of these changes. I know only that the world scene is not what it used to be and that those of us who professionally committed to it should acknowledge our limitations and assess the main problems we face."

Assessing the problems faced, looking at ways in which to teach international studies, constitute large part of the discussion at which groups held later in the conference.

At one group Mr David D. a lecturer in international relations at North Staffordshire Polytechnic pointed out that in recent years the number of institutions teaching international studies had increased and undergraduates were now nearer to the ongoing research in this field.

Mr Dunn also outlined international relations could not be compared to other fields of study, such as physics or chemistry, in which technical, it is about war and peace, life and death, conflict and cooperation. It is about people, issues like good and evil, peace. It is fundamentally political and moral issues.

"Except in so far as students of international relations become diplomats or foreign officers, their course is not technical. The aim then is to give them a range of tools with which they can try to understand the dynamics of a world society, at levels," he added.

Professor Alastair Buchan, professor of international relations at Oxford University and chairman of the Association of International Relations in the United Kingdom, said that the role of international relations in promoting international studies.

Merits of quinquennia queried

by Frances Gibb

The time is ripe for reviewing the quinquennial system of financing universities, Sir Derman Christopher, vice-chancellor and warden of the University of Durham states in his annual report for 1974/75.

In present circumstances it can be argued that preserving the quinquennial system is no longer a worthwhile objective, he says. One alternative would be a "rolling quinquennium", by which universities would be continually planning five years ahead on the basis of forecasts of student numbers and of future public expenditure on higher education: in effect, the system by which the Research Councils work.

But the present quinquennial system has advantages, he argues. It is an advantage to have to review one's future at reasonable intervals and consider if changes of direction are necessary or desirable. "In practice, a 'rolling quinquennium' tends to focus attention on what is relatively certain—the next year or so—and not on the longer term changes that may be desirable."

Second, a fixed quinquennium has

the effect it was designed to have, of insulating the universities to some extent from political changes and changes, which is one of the chief differences between the University Grants Committee and the Department of Education and Science.

UGC members hold academic posts while they are members, and such a body necessarily works differently from a government department, he says. This is one of the features which makes the quinquennial system work in practice. "As an element in the defence of university autonomy."

The grant allocation to universities for 1975-76 appears to be more favourable than that of the previous year, as it restores the grant's purchasing power of 1974-75. The grant is £15m in 1974-75 and the character of a "rescue operation", and in effect meant a flat increase for all universities taking no account of planned increases in student numbers.

Durham, for instance, increased its share of the grant as its student population during 1972-73 and 1974-75 by 6.7 per cent but its share of the



Sir Derman Christopher

total recurrent grant to universities by only per cent, causing a real reduction in the cost per student compared with the national average. Last year only one of 42 universities had a lower cost per student, he says.

It is to be hoped that the allocation for 1975-76 will be based on a more realistic estimate of the student numbers of each university, he says.

'English don't want jobs in productive industry'

by John Ross

British universities will not survive without new recruits from the industrial community and a general public awareness of the importance of university education, according to Lord Bowden, principal of Manchester University's Institute of Science and Technology.

In UMIST's annual report, published last week, Lord Bowden wrote: "The British Government is almost overwhelmed by an unending series of apparently insoluble problems. It spent more than £450m on universities last year."

Ministers might well be forgiven for assuming that this enormous sum will keep the universities in good shape and assure the country of an adequate future supply of well-educated scientists, engineers and technologists. But in fact it is doing extraordinary things to our country. The situation in British universities is not only unhealthy, it is potentially disastrous.

In an address to the court of governors, Lord Bowden drew attention to the decline in applications for science and technology courses: "Englishmen no longer want to study any discipline which would fit them for a career in productive industry."

"They have deserted university schools of science and technology in droves. The places they left vacant have been filled by a multitude of eager foreign students, who have come here to learn how to make their native countries prosperous."

He cited a master's course in textile technology at UMIST which had 28 foreign students and none from Britain. A course in hydrocarbon chemistry, on which the oil industry depends, had 43 students, one of whom was English.

Lord Bowden is to retire next year after 23 years as head of UMIST and its predecessor, the Municipal College of Science and Technology.

"Why do Englishmen no longer want to study the disciplines which launched their fathers into successful careers as makers of wealth? The answer is only too obvious. Neither the great firms nor the nationalized industries can afford to employ them."

The Post Office had cut its recruitment from 900 to 50 last year. Inner-City Industries reduced its quota four years ago from 600 to 70 and would probably never recruit as many as 200 again. He blamed the constant changing of Government policy for the plight of industry. "Our fiscal system might have been designed deliberately to destroy British industry and to make it impossible for an enlightened employer to do those things which he would like to do and which society expects of him. Lord Bowden went on to criticize the relatively low salaries paid to scientists and technologists which discourage them from making a career in industry.

"Many who join British industry either because of family tradition or a misguided sense of loyalty will be underpaid and poor as long as we can foresee."

The graduate intake into the Executive Officer grade of the Civil Service had risen by a factor of 18 since 1964, he said. "No country can survive if all the wealth of the community goes to people who are not themselves creators of wealth, but administrators deciding on the way it is to be divided up."

The system of student grants was itself a great disincentive, he said, and accused the Government of "deliberately keeping its own people away from the universities."

Kent v-c warns of cutbacks in essential science research

There is a danger that essential science research and teaching in universities might be run down below a tolerable level, Dr Geoffrey Templeman, vice-chancellor of the University of Kent, warns in his annual report for 1974-75.

Students can be recruited without difficulty in humanities and social sciences, but not in the natural sciences or mathematical studies. "Here we face a problem that is common to all universities, and a state of affairs which has now persisted sufficiently long to merit being described as chronic."

"The fact is that the number of those able and willing to enter what are now called science-based undergraduate courses, and these include courses in mathematics, has not increased since the late 1960s and at the level we all hoped and planned might be reached in the present decade," he says.

The difficulties this created both for the community as a whole and

for the balance of studies within individual universities is made worse by shortage of money, he adds.

Another problem connected with the student population is its size, which had remained stationary for the past two years at 2,506 full-time students, Dr Templeman says.

"This reflects the general position in universities throughout the United Kingdom, but it has caused us some concern because, in our view, the university was rather below the size needed if it was to work with full effectiveness."

The university originally planned to have 3,000 students after 10 years, he says. But it had not been willing to increase numbers by lowering admission requirements and jeopardizing academic standards.

The size of the undergraduate entry in October, however, has increased significantly, bringing the total full-time students to just over 3,000.

UNIVERSITY OF WALES PRESS

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Watch on European moves

Much by the Council of Europe to promote educational qualifications and develop links between educational institutions are to be monitored by Western European student unions at a conference early next year.

During talks in Bucharest it has also become clear that Common Market member states are to fund bi-national courses in a number of countries whether through the Social Fund or through educational resources. Examples include bi-national courses in agriculture, technology, commerce in Ireland and business courses at Metz in France.

The conference, which may be held in Paris, would include observers from Eastern Europe and from the International Union of Students, which is based in Prague and represents 90 countries, including many developing countries, all the Communist countries and Australia, France and Ireland.

Mr Charles Clarke, president of

the National Union of Students and leader of the delegation to Bucharest, said: "The purpose of the conference will be to exchange information and to propose some of the proposals. We do not intend to follow a working policy, and we will support some of the proposals from the Council of Ministers," he said.

● The United Kingdom is expected to host next year's European meeting which will probably take place in London in December.

● Sweden and Ireland both plan to host conferences on educational developments during the next year. Ireland will be holding a seminar reviewing the developments of democratization of education.

Sweden is planning a conference on the internationalization of education, following proposals put forward in Sweden last year. This would take proposals for harmonizing qualifications much further by developing an international curriculum in some subjects. The conference will be held at the University of Lund in June.

Fund raising for new LSE library to go on

One of the most ambitious development in the London School of Economics during the next few years will be the conversion of its existing building, Strand House, into a suitable home for the British Library of Economic and Political Science, which was recently in the LSE's development.

The LSE acquired the building from W. H. Smith Limited through a capital grant from the University Grants Committee and a successful public appeal.

Although the library appeal reached its target of £3.5m, it will go on in order to guarantee that the library is made fully accessible to scholars.

Acting the part

Mr Jeremy Treglown, a lecturer in English at Exeter College, Oxford, was more than a little surprised to receive the following letter from Mr Robert Warren, secretary of the university's nominating committee. "I am writing to you to ask nomination as an examiner for the subject of drama in the institution of the degree of Bachelor of Arts."

Mr Treglown was not particularly keen on the possibility of a job like this, but he was not in a position to refuse. He had been asked to do so by a friend, a fellow lecturer at Exeter College, Oxford, who was more than a little surprised to receive the following letter from Mr Robert Warren, secretary of the university's nominating committee. "I am writing to you to ask nomination as an examiner for the subject of drama in the institution of the degree of Bachelor of Arts."

Postgraduate outlay defended against Crowther-Hunt

by Sue Reid

A suggestion by Lord Crowther-Hunt, Minister of State for Higher Education, that too much effort is put into postgraduate work at the expense of undergraduates has met with widespread criticism from one university vice-chancellor.

Professor Stanley Dennison, vice-chancellor of Hull University, claims that remarks allegedly made by Lord Crowther-Hunt at the Association of University Teachers' conference in May, showed complete disregard for the crucial facts of the interdependence between teaching and research and the national need for highly trained men and women. Giving his annual address to Hull University, Professor Dennison said research was vital not only for the maintenance of high standards at undergraduate level but also for the advancement of knowledge in the future of Britain.

He said: "Yet it is the Minister of State for Higher Education who suggested that if the proportion of postgraduate students the universities could be reduced from 18 per cent to 15 per cent it would be a saving of £10m in the next year, without additional cost."

This plea is a simple arithmetic exercise, but it is a gross understatement of the importance of postgraduate work. It is the Minister of State for Higher Education who suggested that if the proportion of postgraduate students the universities could be reduced from 18 per cent to 15 per cent it would be a saving of £10m in the next year, without additional cost."

least for many years, release any resources for the teaching of undergraduates in the most popular subjects.

It would, he explained, only release resources for teaching graduates in physics and chemistry, which there were already too many unfilled student places.

Professor Dennison maintained that under the pressure of inflation the quinquennial system of financing the universities had collapsed. Universities had not known their grants for the present academic year until last April and were unlikely to hear about their grants for the next academic year until some time in 1976. This made planning for the next academic year almost impossible.

Hull University's difficulties stemmed from inadequate financing, claimed Professor Dennison. The university had been hastily created in the allocation of the supplementary grant in 1974-75 and then again in the revised grant for the present academic year. On both occasions this had resulted in a failure to increase student numbers.

The result had been that, in spite of a severe economic situation, Hull had a deficit of £170,000 in the last academic year.

It would be necessary to continue the university to avoid a substantial deficit in the present year, he said, however, hoped that the university would take some account of the upsurge of student numbers last year, and in the immediate future.

Public service pay 'drawcard'

Few graduates go into industry because national and local government now pay comparatively high salaries, Dr Rhodes Boyson said last week.

Commenting on a recent speech by Mr Edward Heath (C/22, December 19), Dr Boyson said that only one in four of new graduates go into industry and less than one in 10 into commerce. Out of fairness I must say this has nothing to do with the educational system. It is due to the way national and local government salaries have been increased disproportionately to those paid in industry.

Dr Boyson, the Conservative MP for Brent, North, continued: "Young men and women will not enter the service of government or commerce and industry where a recession can put them on the dole queue, when they have earned more in the safe floating-fee of local and national government," he said.

Addressing the Newport Conservative Association, he said that a cut in local government and finance, coupled with increased profitability in industry, would bring more graduates into industry and commerce.

Van Straubenzee to speak

Mr William Van Straubenzee, MP for Wokingham and former parliamentary under-secretary of state at the Department of Education and Science, will give the third Open University Students Association lecture at Bristol University next April.

Professor Niblett to probe future of church colleges

Professor Roy Niblett, chairman of the Society for Research in Higher Education, has been appointed to probe the future of the Church of England colleges.

Professor Niblett, who plans to publish an interim report on May, will be investigating the role of the church colleges in the future of the higher education system.

He will also be looking at possible alternative uses for the colleges which may face closure over the next few years.

Canon Robert Howlby, chairman of the board of education of the Church of England, said that the decision to stage an inquiry had stemmed from the Government's decision to cut back the number of teacher training places.

Tighten up maths entrance, APT says

Colleges of education should accept candidates who had attained O-level mathematics or equivalent, the Association of Professional Teachers declared this week.

At present, the association said, the desirable and that preference be given to such candidates. The Department of Education and Science, local authorities, teachers and parents should find the system of selection to schools, at most elementary level, unacceptable, the APT said.

CVCP to sponsor research cost code

The Committee of Vice-Chancellors and Principals is to sponsor a one-year study of the costs of research projects and similar work commissioned by outside bodies.

The study, which will be directed by a steering group under Mr Charles Carter, vice-chancellor of Lancaster University, is aimed at helping individual universities to assess more exactly the commitments involved in a commissioned research project, and could eventually produce a code of practice for the guidance of universities and colleges like the research councils.

It will be undertaken by Mr R. M. S. Wilson, lecturer in the division of economic studies at Sheffield University and will cover the method of assessing direct costs—such as staffing, materials and equipment—as well as associated indirect costs, such as departmental administration, premises and depreciation.

Welfare service established

A welfare advisory service has been set up by the United Kingdom Council for Overseas Student Affairs (UKCOSA) to coordinate all work and advice connected with overseas students. This follows a proposal by the UKCOSA working party on the financial difficulties of overseas students on full-time courses in Britain.

The advisory service's steering committee, under the chairmanship of Mr Trevor Buttanley, senior assistant registrar at Reading University, will provide information, particularly on grants and awards, give advice on welfare problems to individuals, institutions and welfare officers and assist with refugees and emergencies.

The working party, set up last December, proposed that such an advisory service should be financed by educational institutions. "If a comprehensive national advisory service is well marketed as a very necessary and worthwhile product, its con-

sumers (the institutions) would be prepared to pay a reasonable and realistic price."

UKCOSA has rejected the working party's proposal that subscriptions from educational institutions which use its services should be based on a sliding scale according to the number of overseas students. Instead it has proposed an across-the-board charge of £15 a year per institution.

A proposal that a standard grant application form for overseas students be devised to be used by all institutions, and a high priority on the steering committee's agenda, however.

The main emphasis of the working party's report was that prevention was better than cure, and that all teaching institutions receiving overseas students had an obligation to take reasonable precautions that every student they accepted was aware of the fees and awards regulations and had sufficient resources to follow his course.

Mulley rejects grants appeal

An appeal by Lancaster University for improved students grant levels has met with little response from Mr Mulley, Secretary of State for Education and Science.

In a written reply to a letter from Lancaster University, signed by Mr Charles Carter, the vice-chancellor and Lord Greenwood, pro-chancellor and Mr Dick Soper, former chairman of the student representative council, complaints strongly about inadequate student grant levels.

He added that the grants offered to British students are as generous as the economic situation allows. "I fully recognize the difficulties for students at a time of high inflation and this is why, in addition to the detailed review of the student support system which takes place every three years, we have agreed to look at the levels of the rate in each of the two intervening years."

This was done by fixing the rates of grant for 1975-76 and those

rates took account of inflation over the preceding year.

Mr Mulley goes on: "I see no present prospect of improving on this. Moreover I am afraid there can be no question of regular interim increases during the year."

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The *THES* A-level and after series, begun over a year ago, ends today after following 30 sixth-formers from before A level to the beginnings of careers in higher and further education or in jobs. Alan Cane sums up.

Old ways to get ahead still apply



A-level and after

Sixth-formers from direct grant and public schools achieve better A-level grades and more of them go on to higher education or a job than their contemporaries from comprehensive schools.

This is the chief conclusion of "A-level and After", a series in which *THE THES* followed sixth-formers from a variety of school backgrounds through their progress towards A-level and what happened to them afterwards.

There are inevitably a number of caveats which must be attached to any conclusions from this survey including the opening generalization. These include:

1. The sample was very small; the survey began with 56 case studies and only 30 were followed to the end.

2. Although each school was asked to select sixth-formers from a range of abilities and prospects, there was no guarantee that the schools interpreted this instruction similarly.

3. Only one example of each category of school was included in the survey.

The survey showed, nevertheless, that of eight public or direct grant schools in Northern England, six achieved university entrance and three all achieved the A-level grades they were asked for.

Valerie Webster, who followed sixth-formers at this school writes: "No A-level student has dropped the smooth progress of their studies into the universities and colleges of their choice. In the majority of cases, these proved to be the ones they had selected in October 1974."

Only Frances, a direct grant girl, plans to do anything but the limited choice of universities in which she could read psychol-

ogy and mathematics, she will reapply to UCCA next year with an A in English literature, a B in German and an A in mathematics.

The position of a famous public school for boys in the Midlands was little different. Of the six candidates, five achieved university entrance—their scores were BUC, ABD, ABB and AAB—four of the five went on to their first choice university.

Of the six, only Kevin failed to get what he wanted. Frances, a girl, writes: "I got into the Army, he had taken an outdoor bound course to help his chances in an interview with the Regular Commissions Board."

He had no academic pretensions and, in fact, achieved a D in geography and an O level in the police.

The eight girls at a sixth-form college agreed to have set themselves more modest objectives than at any of the other schools in the survey and in general they achieved their ambitions.

Only two tried for university, and both were accepted. Olivia to read medicine and Teresa to read modern history. Of the rest, two wanted to train as teachers and were

accepted and one wanted to train as a State Enrolled Nurse and has now started her course.

One girl left without taking any examinations, another took A-levels in accounting (Grade D) in combination with secretarial studies and is now a secretary in a university department. The last girl, who achieved two Bs in pure and applied mathematics, is looking for work in computers.

Most of the sixth-formers at a large West Country comprehensive eventually achieved what they wanted, but their route was much rougher.

Roger, considered an absolute certainty for three good A levels, managed to fail one, was turned down by his first-choice university and scraped into another at the last moment.

Finia, who wanted to do European studies at Bath, failed to get the required grades and has settled for a traditional languages course at Sheffield University.

Amanda, who aspired to a combined SRN/DSC degree failed to get the required grades and was offered a job with an insurance company, and David, who has been accepted by polytechnics and universities of his choice for social science courses, have not

lived up to their promises.

Two of the comprehensive sixth-formers, Elizabeth and Colin, have polytechnic places and Oliver hopes for a polytechnic place next year.

Sixth-formers from the other three types of school showed no interest in polytechnics and in fact of the 30 students who were asked to consider polytechnic places, even as an insurance policy.

The figures show that six of the eight direct-grant students went to university, as did five of the six public schoolboys, two of the eight sixth-form college girls and three of the eight comprehensive students.

Of 24 students with qualifications in ambition for higher education, 12 will not be going this year either because they planned to take a year off or because they have stayed at school to take Oxford or Cambridge entrance examinations.

The overall conclusions from a survey suggest that higher education is still regarded as a worthwhile asset among sixth-formers and that most with the necessary ability find their way into higher education, polytechnic, one way or another.

Most schools run some form of counselling service to advise them of the best route for their needs, but there seems little correlation between the efficiency of the service and the rate of success amongst the sixth-formers in getting what they want.

There can be little doubt of the popularity of taking a year off to do a sixth form at university, and for those with the necessary ability and a level in the bag, there is still great appeal in trying for Oxbridge.

Planned to spend their year off travelling working abroad and enjoying themselves.

The appeal of the polytechnic is still low although there is increasing evidence that comprehensive students know what polytechnics are about and value the kind of education they would get there. Only in the case of a genuine alternative to university as opposed to a second best choice.

There is no doubt that the academic aspirations of the school affects the university aspirations of its pupils.

All the schools in the survey had a sixth form even if, in the case of the comprehensive, the sixth-form college was less easy to detect at the public or direct grant school, and this was reflected in the ambitions of its pupils.

And if the comprehensive seemed to do any less well as a teaching institution than the direct grant school, it must be remembered that the direct grant school has already lost the top few per cent of the talent in the area, creamed off to independent schools, and that the comprehensive system inevitably puts less emphasis on examination success.

Cambridge and Sussex: Mecca or Medina?

The concept of a pecking order in British universities, at least in the mind of the sixth-form career advisers, Oxbridge is the Mecca to which all should strive—parents await the results of their children's Oxbridge exams anxiously while schools are eager for another success story to be inscribed in gold on the marble hall.

Whether the myth of intimate and intense intellectual conversations with one's tutor, putting down the can with a bottle of wine and attacking politicians or more than equal terms is lived up to is seldom asked. The name is enough.

Sussex, too, has found its rank on the pecking order—a middle class, left wing trendy university with more than its fair share of freebies who feel, as their students' union president warned, this year's Sussex is sufficient to stamp one as cool, trendy and progressive.

But how real are these myths and the pecking order? As two sisters one of whom went to the Mecca of Cambridge and the other to the Medina of Sussex we continually discuss these questions.

There are great differences between Cambridge and Sussex for the student, both academically and socially. In the first week at Cambridge, freshmen are piled with question whether they are a philosopher, historian or mathematician.

At Sussex the fresher is equally bewildered, though not subject to the same free flow of alcohol, but here the crucial question to establish one's identity is to establish one's social life.

AFRAS (School of Oriental and African Studies), EURO (European Studies), BOLS (Biology and Molecular Sciences). The undergraduate's primary allegiance is not to his subject or his college but to one of the schools in the university.

The common rooms of the particular schools—reflects their character. In AFRAS you can hear heated arguments on the Spanghetti latest or Anglo or talk of the latest Reagan record while in EURO the talk is of Freud, Freud's Swiss skiing or salaries for Zurichers.

But, compared with much more of the life of even the 40 per cent of Sussex students who live on campus, the life of the common room is a far less exciting prospect.

Another very good indication of the different attitudes to women is the time when at Cambridge one is only so far as a committee to consider one.

Sussex students seem to have less of a myth to live up to and maybe therefore enjoy the reality of university life more.

Kari Blackburn
Lucy Blackburn

you actually want to and not because it is dictated by a syllabus where change has been prevented by centuries of academic tradition.

In Sussex it is not frowned upon to see work as being relevant to life and a contemporary world. The Cambridge equation of the more relevant the less academic does not exist to frustrate the majority of students.

The Sussex system of partly continual assessment means that academic interest is not constantly brought in terms of which questions will come up on the exam paper. The ten week term with a

free "reading week" in the middle means there is not the same pressure as at Cambridge to cram everything into eight weeks.

These longer terms as well as the first two terms of general introductory courses mean that more time can be taken to work out exactly what you are interested in, and what you want from university in particular and life in general.

Just as the academic life of a differ, so do their social lives. The most striking differences are in the sex ratio and in the number of students living on campus.

The equal in Sussex; in Cambridge girls are still a tiny minority and at the men's colleges "academic" women are regarded as a rare species to be approached with fear and trembling.

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Student scene

Student scene

Student scene

Student scene

Student scene

Don's diary

Week one

Not being one who habitually keeps a diary, I am forced to reconstruct some of the more salient events of my first term in an academic job last year. I am told that there were 10 weeks last term, though I began to lose count midway, in spite of an officious pile of notes that I kept leaving for myself in order to remind me.

The question that I used to ask myself at the end of term as a graduate student was "what have I done positively useful in the past two months?" I shy away from the same self-searching now, partly because of the way that I have apparently stood still while time flows by; partly because next term looms ahead, my lightened teaching load a thing of the past, with the prospect of having to earn my keep in a more positive fashion.

The details of what strike me as significant are perhaps in themselves a significant clue not only to what I have made of academics but to what I have made of life, but to what it has made of me. For there is nothing so sure as that it gives you a quiet perspective on life, a perspective lodged somewhere between the self-interest that changes the direction of a profession and the manic search for reality that besets the sociological novice.

Mind you, my colleagues are living proof that reality comes in more packages than you find on the detergent advertisement: is it this that confuses our students?

Week two

I feel that I've been here for ages already, and continually kid myself on that it's only the first few lectures that take this long to prepare. Am I hurrying several times by the unhindered amusement of returning student friends who find my change in status (for I was a mere postgraduate student) for the first time, when they left for the far reaches of the globe on their summer travels? Rather more than vaguely amusing. But I do have my office, which the unkind call window-dressing.

I fend off one especially caustic inquiry: "Do all lecturers know as little as you?" "Yes," I spit back, "probably." Anyway, that joke soon subsides, and the serious business of coping begins. And what a business!

The sheer administration of time seems to be a pervasive feature of a crowded diary. Does there really need to be so much preliminary discussion before I get lumbered with some very curious spots in other people's courses? I feel a bit like the apprentice seer, to fetch a loathsome screwdriver, but soon, like him, put it all down to experience.

Week three

Tutorials begin, one student drifts into my partly full room at the start of one session, looks at the comfy chair and optines to sit there. "I'll sit there, or do you think it's for him?" Assuming he was not expecting a duty to drop in for some statistics, I point out that him, in the interests of good relations and democracy is sitting in the hard chair and optines to sit there. "I'll sit there, or do you think it's for him?" Assuming he was not expecting a duty to drop in for some statistics, I point out that him, in the interests of good relations and democracy is sitting in the hard chair and optines to sit there.

The answer which comes out is that large-group tutorials perhaps do not work as well as they should. But we need to keep them to boot. But we need to keep them to boot. But we need to keep them to boot.

Week four

Why don't I get out at weekends like I used to? For one thing I haven't been paid since July, and the university accountant thought that my overdraft was not sufficient to cover my advances on my first salary cheque. Catch-22: my bank manager doesn't think that my first salary cheque is good cause for him to stop bouncing my cheques, I like to sneaking in when he's not looking and smiling at the cashier. The day I found out the cashier was male, I was nonplussed.

My WEA class is tackling national income accounts, and this leads to an unexpectedly fruitful discussion about unproductive labour in the public sector. I see the trap, not all public sector employees are civil servants. They say "don't take it personally," but the damage is already done. The guide says that setting the class involved and enthusiastic. I see the trap, not all public sector employees are civil servants. They say "don't take it personally," but the damage is already done. The guide says that setting the class involved and enthusiastic.

Week five

My university lectures begin: straight Keynes for sociologists takes on the characteristics usually ascribed to lead balloons. After a couple of sessions, reflect sadly that I am already becoming the worst sort of teacher: "I know it hurts, today. I erect my last monthly column."

Week six

I feel like Sir Arthur Evans. I have been quarrying for fragments of this or that and I have set up the fragments in serried columns for the public eye. My imagination is still littered with broken columns which I now leave to the private archaeology of experience.

Week seven

The trouble is that columnization is sometimes the quickest way of finding out the genuine orders and orderings of what otherwise I only obscurely feel. How shall I find out without publicity?

To columnize is a mode of self-reproduction only one degree less arrogant than writing a diary. The man with a column is tempted merely to antilogize experience. He can watch what happens to pick up the literary possibility. And other people watch the brown-eyed computer in case it is doing just that.

Week eight

The innocent, unresponsive eyes stare, passively and impulsively monitoring and storing. Later on there is a rush of paper, a print-out, and the delayed response, on the breakfast table. Perhaps the result is a column of the mind, a column of the mind, a column of the mind.

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Over coffee someone remarks about the utility or otherwise of a tutorial system, and—well, I jump in. My tutorials manage to sound quite unlike anyone else's in terms of what people say in them; one common factor (which, for me, retrieves the situation somewhat) is that dialogue does seem to be generally a bit thin on the ground.

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me grumbles, but the time saved will come in useful. Am struck by the fact that the bloke next door on a Thursday evening manages to fill a room with hatted ladies to whom he offers perorations on "stuffed European birds," or something.

This ties in well with the point I have been making in lectures: the tone of economic policy as now has led to declining popular understanding of that policy, which has gone hand in hand with a decline in grassroots political activism.

A correspondence has begun with a houseman friend of mine, who works in the Midlands. I have asked whether being in Burton-upon-Trent, surrounded by excellent beer, has sapped his militancy. Pointing out the number of hours I'm working, I have begun to debate the worthiness of his cause. He replies somewhat cryptically, and adds the rider: "As far as I know, my life is not classed as an emergency. Watch your morals!" I reflect yet again that I would be very loath to trust my body to the majority of my medic friends. Perhaps they would be even more reticent about leaving the minds of their children to the tender mercies of a sociologist.

The Association of Scientific, Technical and Managerial Staffs has called a public meeting to discuss academic salaries, at which I am asked to speak. I find I have to know what to say, and so I fall back on "it would be OK to be altruistic if we lived in a rational society, but since we don't, we must fight every inch of the way to maintain our standard of living." I followed this with the obligatory attack on the AUC for its apparent ineffectiveness, and threw in the personal grouse that I thought it a bit off a week in time for Christmas because the Association of University Teachers couldn't decide how they wanted the Government to word its declaration that we had been badly done by. An AUT member in the audience pointed out that they had taken this line at the last year's meeting. Perhaps academics got the union they deserve.

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NORTH AMERICAN NEWS

MICHAEL BINYON reports
from Washington

The Times Higher Education Supplement (London)

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Stanford forced to cut
overseas studies courses

The financial crisis which has forced Stanford University to close down one of its overseas studies centres in West Germany and to drastically reduce the programme at another will save about \$250,000 a year, says a spokesman. But this is still a long way from the \$600,000 yearly reduction in the budget required by 1978.

The university regards these measures as a first step in retrenchment in its overseas studies programmes, which operates at nine centres in four European countries and in Britain. It is weighing up the cost of each centre against its educational value.

Under the scheme, about 600 students each year spend six months overseas as part of their undergraduate degree course. About 40 per cent of the university's undergraduate population takes part in the programme, probably the highest

increased from 90 to 120 students. Berlin and Heidelberg are the most expensive centres for Stanford—the present budgeted cost per student per quarter is \$1,714 and \$1,703 respectively. The British centre at Cliveden House is one of the lowest at \$803.

A largely unsuccessful appeal for funds to help save the centres has been made in Stanford alumni living in Europe and to United States businesses in Europe. The university has now launched an appeal for funds from those who took part in the programme.

Stanford has opened talks with the State-run University of California system which operates an extensive overseas programme for students with European languages. But the possibility of amalgamation is "more an expression of hope than a reflection of reality", according to Dr Donald Price, the

Cambridge don
to teach
'criticism'

Dr Tony Turner, one of Cambridge's leading English lecturers, is expected to announce soon that he is leaving to join one of America's foremost novelists in running a university seminar on creative writing.

Dr Turner, it is hoped will teach criticism to graduates on a one-year course at Johns Hopkins University in Baltimore. He will be joining John Barth, who teaches fiction writing at one of the most, and most intensely competitive, centres for young writers in the United States.

The writing seminar at Johns Hopkins is an autonomous department. Each year it picks about a dozen applicants and more from some 500 applicants and subjects them to a rigorous programme of writing, criticism, reading and discussion.

By the end of the year the writer has had a chance to improve his technique, clarify his voice and test his ideas on a discerning and sensitive audience as any in his generation.

Applicants are required to take a graduate record examination, "an anatomy to budding poets", but essential when so many good writers apply. One difficulty is that fiction writers are generally reaching maturation later than poets, so in picking the most promising a certain premium has to be put on precocity.

How is writing taught? (the question whether it can be taught has been dismissed as facetious). In a word, rigorously. Manuscripts have to be submitted regularly until Mr Barth is satisfied that the writer is working steadily. Everybody has to participate fully in the discussion groups and criticism sessions.

In nine months a writer should have clarified his own literary identity and polished his technique. He should be ready for submission to a publisher by the autumn, and about a quarter of the seminar's output should be in print the following year.

But Mr Barth constantly impresses on students the economic realities of the literary market. Students explore "alternatives" to publishing: for it is vital to a creative writer, Mr Barth insists, that his work be disseminated and not confined to a coterie. No student is advised to try to make a living out of writing.

Wide reading of published contemporary literature is essential. "It has an enormous effect on the writers, and gives them perspective on their own work against which they can define themselves."

Inevitably some reach a state of creative exhaustion: they find, often at great personal and emotional cost, that there is nothing to say. Sometimes, Mr Barth says, the result can be fruitful; other times, not.

One unfortunate division has been made, for teaching convenience, between prose and fiction writers. Mr Barth deals only with the fiction writers: Cynthia Macdonald, a New Yorker opera singer until she was 40, comes, a third section on criticism will be added.

The seminar also runs two undergraduate courses. These are far more structured, and unlike the graduate fish, the undergraduate writers are medical students—anybody who wants to write. They have to submit work every fortnight.

The writing seminar has now been going four years. Mr Barth was once a student, together with Karl Shapiro, Louis Rabinowitz and the late John Barth, a friend of the late John Barth.

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Degree experiment brings
Indian autonomy nearer

Among students registering to take a BEd degree course at the University of Alberta earlier this term were 37 entering on an experimental programme unique in Canadian educational history. It is entitled Project Morning Star.

Although their degrees will be awarded by the university in Edmonton, classes are being held 100 miles from the main campus, across the prairies and within easy reach of five Indian reservations. The students are mostly young men, whose homes are in the reserves, or of mixed blood origin.

More than 30,000 of Canada's 250,000 Treaty Indians live in Alberta on the western reaches of the prairies. Most are either Cree or Blackfoot and three quarters of them are registered as living on the reserves. But up to last year there were only 12 Indian university graduates in the educational history of Alberta. Of 20,000 students currently registered at the University of Alberta under 0.1 per cent are Native Indian.

The unique feature of the off-campus experiment is that it is being organized by an Indian education council in a joint venture with the university. It marks a new step in Indian autonomy from Federal control, which comes in the form of welfare handouts and the provision of a school system for the reserves.

Blue Quills Native Education Council was set up in 1970 initially to take over the running of a Roman Catholic school near St Paul after it had been vacated by its Oblate staff. The Federal Government planned to convert the school into a hostel, but following vigorous protest by the Department of Indian Affairs and Northern Development in Ottawa by Indians, and a personal visit to the school by the Minister, M. Jean Chretien, management of the school was handed over to the Native Education Council.

The Indian-controlled school now has an enrolment of 160 pupils, and 20 of whom are resident, and 12 of whom are day students. The curriculum has been adapted to include instruction in Cree and Blackfoot languages, and the teaching of the first North American citizen.

Sufficient confidence was felt in this venture after five years to enter into negotiations with the University of Alberta Faculty of Education to teach in any school of the Alberta education system, not only in the Federal schools of the reserves.

As the first intake of students settle down to their courses many eyes will be turned towards them. The Department of Indian Affairs and Northern Development, sensitive to Native initiative and anxious to maintain its control over education, has been reluctant to allow the future in this move to autonomy. It is not surprising that what might be seen by the local school boards as second-class degrees, and the National Indian Brotherhood, which presents the views of Indian band councils from all over Canada, will be watching the experiment with particular concern. It is expected that a separate school system for Treaty Indians, freed from the paternal care of the Federal Department.

Instead, lecturers will be posted out from the university to the Blue Quills campus. This has meant re-

Washington takes State to
court over segregation

In an unprecedented move before Christmas, the Government began proceedings against the State of Maryland for failing to implement a desegregation plan for its colleges and universities.

This is the first time the Department of Health, Education and Welfare has ever taken action against an entire State for failing to implement a desegregation plan for its colleges and universities.

The Government's Office of Civil Rights said it was time to call Maryland to task for failing to implement a desegregation plan for its colleges and universities.

In August this year, Governor Mandel accused the department of adding a "poison pill" to the enforcement of the law at your earliest convenience.

Washington is complaining that Maryland has failed to remove whites from predominantly black institutions. The percentage of blacks in two State colleges and two State universities is already falling.

In Baltimore, HEW says, courses in nursing and business administration are duplicated for blacks and whites. And Maryland has also duplicated resources unevenly, giving blacks colleges "less attractive"

arrangement of courses so that they come in end-on six week units rather than the usual turn-length courses running concurrently.

Content of the courses for the most part will be identical with the curriculum being followed on the Alberta campus, with two major exceptions. The students will initially complete two of the four years necessary to obtain a BEd degree. They will then be offered the choice of either completing the degree in five years, after which they must register for a further two years of studies.

Perhaps the most interesting innovation, however, has been the inclusion of Native Indian cultural elements in the course. Thus, alongside lectures from visiting professors, the students will spend time with Elders and medicine men absorbing some of the traditional approaches to Indian life and philosophy.

Coordinator of the project is Carl Olson, a lecturer in the Faculty of Education and himself a Métis. He stresses that the initial two years are not a compensatory programme



Canadian Indians: culture bias.

and that academic standards will be as rigorous as those for his students on campus. The initial two-year course will provisionally qualify the students to teach in any school of the Alberta education system, not only in the Federal schools of the reserves.

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Czechoslovakia

Selection by class
branded as
'wasteful anachronism'

by Paul Neuberg

A surprising debate has broken out in Czechoslovakia on one of the most sensitive issues in East European education, the use of class criteria in selecting university students.

A Czech university professor with hitherto spotless anti-liberal credentials has publicly called into question the country's policies of discriminating in favour of the children of manual workers and politically reliable elements—only to be criticized by a group of students for his "unprincipled" stand.

The present system of positive discrimination began to come into force in the autumn of 1970, as part of the approach that Dr Gustav Husak replaced Mr Alexander Dubcek as Party leader in April 1969.

Political selection ensured that in the 1970/71 academic year the percentage of worker-peasant children among students at more important universities was about 54, almost twice as high as their percentage had been among applicants.

Meant as a measure to woo the workers and as an act of revenge against the pro-Dubcek intelligentsia, positive discrimination was extended to secondary schools in 1971, and for university entry it was codified into a "points system" the following year.

Within this, a sixth of the points are given to applicants to higher education institutes for class or political reasons, but hard-liners have been calling for making the system harsher still.

To Professor Bretislav Dejdar, however, positive discrimination has become a wasteful anachronism. Writing in *Tržnice*, the weekly of the Party's central committee, he has called instead for implementation of the tenets of the great Czech educator, Comenius, "that all children, regardless of social race or religious differences, ought to receive the necessary education."

Czechoslovakia is no longer a country in need of the policies of social engineering introduced in 1948, when the communists came to power, Professor Dejdar says. Following them will lead to

fundamental research programmes.

In the past Belgian universities have had a high proportion of students from other European countries, the United States and the Third World. The Government is now arguing that it can no longer afford to pay for the education of foreigners who will simply take their expertise back home when they are qualified.

A quarter of the students at the Free University of Brussels are foreign. The same is true of Louvain. Nearly half of the students in the medical school at Mons come from abroad.

The Government would continue to aid students from the 28 countries it recognizes as "underdeveloped". At present it supports foreign students provided they do not exceed 5 per cent of the total campus population. This would be cut to 2 per cent. Selection of the 2 per cent would be in the hands of the universities.

A further bone of contention is that the Government is proposing to slash subsidies to the new universities of Antwerp and Mons, each launched a few years ago with one or two or three faculties, by exactly half.

To give the universities a chance to get off the ground the Government granted subsidies on the basis of a fictitious number of students. This system would now endow direct grants to research workers. In addition, research grants currently made for specific projects would henceforth be made straight to the universities which would then have to decide how best to allocate the funds. This decentralization would inevitably affect worst those institutions with large, expensive

research big cuts in money available to the Fonds National de la Recherche Scientifique are planned. This is the body which makes direct grants to research workers.

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Grants

Universities

Leeds Physical education—£8,656 from the Department of the Environment for research into motion perception in relation to accident proneness in school children, under the direction of Dr R. A. Whiting.

Centre for computer studies—£20,245 from the Ministry of Defence for research into a theoretical model for pulsed electron beam controlled gas lasers under the direction of Professor K. Smith.

Physics—£44,273 from the SRC for an experiment on large cosmic ray showers at Haverah Park; £31,909 from the SRC for a project on yield fracture fatigue and related properties of solid solution steels from the SRC for a project on structural detail in extensive air showers cores; £1,216 (supplementary) from the SRC for an experiment on cosmic ray showers at Haverah Park.

Inorganic and structural chemistry—£6,940 from the SRC for a project on the study of the effect of chemical systems under the direction of Dr A. G. Sykes; £3,650 from the SRC for a project on molecular fourier transform NMR Spectroscopy under the direction of Dr P. Glenwright.

Physical chemistry—£6,500 from the United Kingdom Atomic Energy Authority for a study of deposition in corrosion by hydrolysis of metal species under the direction of Dr P. Glenwright.

Cockroft Radiation Research Centre—£2,750 from the SRC for a project on the study of ionization and excitation in organic substances under the direction of Dr G. A. Salomon.

Genetics £5,454 from the SRC for research into electron microscopy of DNA and of DNA protein complexes under the direction of Drs Baumburg, Parish and Woolton.

Plant sciences—£10,200 from the SRC for a project on the nature and regulation of senescence in plants under the direction of Professor H. W. Woolton; £4,015 from the SRC for research on the role of lectins in plant disease and their use in studies on the control of plant growth and development under the direction of Dr J. A. Callow; £3,590 from the SRC for research into determination of ultra broad band multimerization and sulphation in focus embryos under the direction of Dr L. V. Evans; £6,424 from the SRC for research on the role of lectins in plant disease and their use in studies on the control of plant growth and development under the direction of Dr J. A. Callow; £3,590 from the SRC for research into determination of ultra broad band multimerization and sulphation in focus embryos under the direction of Dr L. V. 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BOOKS

Agrarians to industrialists

Patricia Hollis

BOOKS

Cognitive system

Studies in Long Term Memory
edited by A. Kennedy and A. Wilkes
Wiley, £10.00
ISBN 0 471 36007 X

Anyone left wondering where memory research is headed after the delectable effects of the verbal learning theorists over the past few decades should read this book. At last memory is becoming part of behaviour again. Its study is being returned to a general framework of what Kennedy and Wilkes call "an overall cognitive system", a system in which "no attempt has been made to maintain rigid divisions between memory and problem solving or intellectual processes". This book, which consists largely of the proceedings of a conference on long-term memory at the University of Dundee, is representative of the trend towards an integrated processing study of cognitive abilities.

The introductory chapter reviews the approaches and conclusions of the contributors in a more detailed fashion than usual, but a more comprehensive overview of how they fit into a general theoretical framework would have been useful. The book is arranged in sections—encoding, organization, integration, retrieval, and pathology—which in many cases seem quite arbitrary.

On the encoding of information Broadbent provides us with a large amount of evidence to recommend that we abandon the notion of a memory span of seven plus or minus two items of information, and replace it with an encoding limit of three items. I look forward to a more complete discussion of why three should be a magical number. Broadbent's chapter contains a brief review of the encoding of experience, and emphasizes the importance of the context of encoding. If an item or event is encoded on the basis of its spatial location then retrieval of the item will also depend upon retrieval of this location information.

A firm rap on the knuckles of laboratory-bound experimental psychologists is given by Johnson-Laird in a chapter which discusses some of the relationships between word recognition and word meaning. It is now a well-established phenomenon that the associates of a word recently encountered word are more readily accessed in memory than non-associates, and this has a number of implications for the com-

prehension of language, spoken and written.

The section entitled "Integration" contains three chapters concerned with the role of memory in skilled behaviour. Schaeffer discusses the uses of a working memory in the hierarchical development and automation of skill, and Kennedy specifically discusses skilled reading. Using "the lexical facilitation effect", also discussed by Johnson-Laird and others, Kennedy reports the results of a number of experiments showing that some parts of speech (generally, subjects) provide more facilitation for their associates than do others (generally, objects), though the relationship is by no means this simple. Levelt and Kennedy's chapter continues this psycholinguistic approach to memory.

There are chapters by Millward, Rice and Corbett, by Seymour, and by Meyer in the "Retrieval" section; all involve the comprehension of sentences in simple problem-solving situations. The experiments conducted by Millward et al. are particularly relevant to a discussion which appears a number of times in the book concerning the organization of lexical entries in our memories.

The "Pathology" section is not well integrated with the rest of the book, and may be viewed as an appendix to the theoretical speculations which precede it. Chapters by Marshall, Newcombe and Holmes, by Williams, and by Baddeley concern dyslexia and retrograde amnesia. The study of these phenomena seems even more confused than that of "normal" memory and language functions. This is indicated by Baddeley's remarks, when discussing the amnesic patient that "... he is quite capable of providing information about his early life, job, etc. In psychological terms he appears to have a grossly defective long-term memory ...".

It is a poor reflection of the scope of work being done upon mnemonic processes that there is so little mention of memory for visual scenes and of event memory in this collection. There is a great deal of discussion about processing constraints upon mnemonic performance, and a tendency towards asking "why" as well as "how". It is now a well-established phenomenon that the associates of a word recently encountered word are more readily accessed in memory than non-associates, and this has a number of implications for the com-

Geoffrey Underwood

Paternity testing

Human Evolutionary Trees
by E. A. Thompson
Cambridge University Press, £4.25
ISBN 0 521 09945 5

There are two ways of proving that you are not the father of a particular child. The first is to show that the child has an inherited trait not carried by you; the mother and the second is to show that the child has a recessive trait which you do not carry. The second is less certain and involves calculating the probability that the array of characters possessed by the child has an unacceptable low chance of coming from you. *Human Evolutionary Trees* is about paternity testing in the second way and on a grand scale: the assessment of relationships between human groups which have been secreted for a host of blood group (or similar) characters.

In his model he assumes "that the major cause of gene frequency differentiation in contemporary populations is random genetic drift in preceding generations ...". This model does not allow for the existence of selection, migration or hybridization. Now there have been two major discoveries in population genetics in the last few years: the recognition of vast numbers of inherited protein and enzyme variation, and repeated findings of strong selection pressures. The first applies to man and animals alike; the second applies to animals, and we have very little pertinent information from man. If selection is widespread and strong in human populations, it will swamp any change in gene frequency changes due to drift and confuse any conclusions from models based on drift. But since we do not know the true model for genetic influences in human populations, this does not upset Thompson's mathematics, but it is a factor to bear in mind in their application. *Human Evolutionary Trees* will be useful for the theoretical anthropologist, but it provides only a single example in the annals of those who have been seeking the genetic relationships between human groups.

R. J. Berry

Human capital

On Economics and Society
by H. G. Johnson
University of Chicago Press, £7.15
ISBN 0 226 40162 6

Without the use of algebra or diagrams and with very little technical discussion this book aims both to provide economists with a stimulating survey of the state of their art, and to persuade intelligent laymen, through examples, of the relevance of economics to important real world problems. It inspires the ordinary economist with admiration for the author's tireless energy and breadth of interests. It also provokes considerable envy of one so eminent that he gets invited to give this type of address, embodying in his own words "a willingness to deal with difficult theoretical questions by sage circumlocution".

In the first section he emphasizes the increasing importance of human capital—the development of skills—and analyses the implications of human capital for income distribution and economic growth.

Chapter seven, "The Keynesian Revolution and the Monetarist Counter-revolution", is concerned not with the rise of Red Book universities (which is touched on later), but with the social and intellectual struggles through which first the Keynesian and then the monetarist movements in economics have displaced their predecessors.

He makes it clear that in each of the revolutions discussed the change owed more to the weaknesses of the declining than to the merits of the victorious regime. Professor Johnson points out that monetarism already, through "abandonment of responsibility ... for an analysis of whether monetary changes affected prices or quantities" contains the seeds of its own supersession.

In sections three and four Johnson discusses what economists in general and Cambridge economists in particular. He says these are "condensed personal impressions which may well be considered offensive or inaccurate by other people". They may, indeed, what reader can but wonder whether he himself is one of "the few senior (two) in the field" who are really competent have been squeezed out of real participation in the department and can be kept decently hidden from sight?

Professor Johnson's opinion of British economists is uncharitable, and not always consistent. On page 16 "it becomes more important to be unorthodox than to be right", whereas in chapter four he complains of the lack of "outspoken and sustained fundamental criticism of policies".

Chapter eight, on Cambridge in the 1950s, suggests that a psychological explanation of the author's views may be sought in traumatic experiences in academic infancy. Clearly the younger Mr. Johnson was something of a victim in the Cambridge Room; and he is haunted by recollections of watching poor Sir Donald Robertson hurried by leaving-harpies into the lap of a Cambridge Chair and lunch at the Bank of England, followed by academic martyrdom in the form of an obituary by Paul Samuelson.

Cambridge in the 1950s was "a situation of considerable strain". "When you become a member of the Cambridge Faculty, you are there for life". Still, while there's death in the house, it's better to be a member. Johnson began to realize more and more that the Cambridge people in his judgment were perverting economics in order to defend intellectual and emotional positions taken in the 1930s, and decided to leave.

This is an interesting and worthwhile book, but the author is unlikely to retain the Nobel Prize for industry, than for tolerance.

John Black

Learning in adulthood

Experimental Studies in Adult Learning and Memory
edited by D. Barry Lumsden and Ronald H. Sherron
Wiley, £8.10
ISBN 0 470 55370 7

I am curious to know why the editors put together this collection of papers, most of which are reprinted from journal publications of the past 10 years. In the preface they say: "These selections will be of particular interest to teachers, researchers and graduate students in the fields of adult education, gerontology, psychology ...". But I do not think that applied workers will find much that will be of use to them here. More pertinent is the editors' remark: "Of particular interest to teachers and researchers is a motif which runs throughout the volume, viz. that there must be a forthcoming improved materials, procedures, techniques, and methodologies which will allow for meaningful cross-age comparisons of learning abilities and memory functioning efficiency." If this sentence can be translated, "It is rather poor so far", I would agree and ask again, why embarrass psychologists by revealing how little they have achieved in this important field and why pretend they have something ready for application to adult illiterates. The rest of the papers concern the decline in the performance of older adults on tests and on laboratory tasks such as learning nonsense syllables, word lists and paired associates. The important question they ask is how the decline is to be accounted for. As in all collections of papers there is considerable variability in the elegance of experimental technique

and in the theoretical sophistication of discussion, but the overall is low.

Since very few of the papers are summaries it is difficult to know the contributors assessed to their own achievement. The need for a summary is especially acute in a paper by W. A. Owens on, of all things, the Army Alpha test. After many statistical manipulations the reader is offered two conclusions: first, that the findings date have been contradictory; second, that the cognitive decline like development, is influenced by the environment.

Some contributors attribute decline in learning in later life to "emotional and attitudinal factors" or "the state of an individual's learning sets and general intelligence". The state of an individual's learning sets and general intelligence is a motif which runs throughout the volume, viz. that there must be a forthcoming improved materials, procedures, techniques, and methodologies which will allow for meaningful cross-age comparisons of learning abilities and memory functioning efficiency." If this sentence can be translated, "It is rather poor so far", I would agree and ask again, why embarrass psychologists by revealing how little they have achieved in this important field and why pretend they have something ready for application to adult illiterates. The rest of the papers concern the decline in the performance of older adults on tests and on laboratory tasks such as learning nonsense syllables, word lists and paired associates. The important question they ask is how the decline is to be accounted for. As in all collections of papers there is considerable variability in the elegance of experimental technique

Four papers review theoretical and methodological problems. A sociological viewpoint one considers questions like the value of learning in some classes and groups. There is a great many ways in which older adults differ from younger ones and the difficulties of interpreting findings for recognition, and transfer between tasks. Paid lists habituated to the laboratory would find the test here not especially enlightening—non-psychologists it must be obscure. If "The primary motivation behind this volume was: growing evidence of an increasing interest in the emerging field of educational gerontology, the reader might suspect that the was to kill it."

Marian Am

Verdicts on suicide

A Handbook for the Study of Suicide
edited by Seymour Perlin
Oxford University Press, £5.75 and ISBN 0 1950 1857 and 1856 7

The subject of suicide seems to hold a fascination for both scholars and public alike. In academic society debate continues (e.g. Durkheim and the empiricists versus Douglas and the phenomenologists) whereas in the very common world of the layman, it is described and measured, or "understood" by other techniques. In public life a healthy (or unhealthy) interest in suicide is current, and Samaritans are not short of volunteers; conferences on suicide are well attended; publishers find a ready market for books on suicide; and a writer in the *British Medical Journal* complains that suicidal behaviour in Britain has reached epidemic proportions.

The increase in suicidal behaviour (completed, attempted, or both) is a world-wide phenomenon. In America the increase in suicidal behaviour led to the establishment of the Center for Studies of Suicide. Prevention at the National Institute for Mental Health. The Center offered a postgraduate fellowship programme in suicidology (a term which has raised some objections, but which like "sociology" is etymologically hybrid, and equally useful). The Center committee, headed by Seymour Perlin, assembled a handbook which would be "a source for the understanding of suicidal behaviour". In this aim the handbook has singularly failed. For a number of reasons: the 11 chapters in this book are too short; and cover their chosen ground inadequately; European research, particularly psychology, prevention, and counselling and psychotherapy are not covered at all; and because,

in the end, just not enough is understood about suicidal behaviour to write an adequate handbook.

It is strange indeed that, despite so much research, there is no standardization of definitions, terminology. Suicide is defined differently by different cultures. For example, recent research shows that although recent suicide in Denmark is twice as high as in England and Wales, the rate in England and Wales is probably similar to that in Denmark. This is because the very common way in which courage in a land arrive at suicide verdicts, "suicide" referred to in the of Perlin's handbook includes fact attempted suicide, or suicide gesture, or parasuicide.

To disassemble over terminology to disassemble over terminology is an almost complete lack of search on taxonomy. Suicidal behaviour is an extremely heterogeneous phenomenon, and clarity in research and future therapy may be due to the fact that suicidal behaviour are not yet identifiable.

The handbook gives little clue to how suicidal behaviour can be prevented, or indeed any clue to how people really kill themselves. Certain constraints upon suicidal behaviour have been identified: mental depression, old age, terminal illness, personal failure, alcoholism, personality disorder, social isolation. Yet we still have to try to kill ourselves or indeed to many people who suffer no constraints do not try to kill themselves. Could it be, for example, more than one of those who has to coincide before an individual becomes suicidal? Nobody knows, and research in this field is especially carried out post mortem—*is extremely difficult*.

Christopher Day

Among this week's reviewers

Patricia Holt has written *Class and Conflict 1815-1850* and *Progression Without and Lectures in nineteenth-century British history* at the University of East Anglia.

Alan S. Milward is professor of European studies at UMIST and has written *The German Economy 1815-1850* and *Progression Without and Lectures in nineteenth-century British history* at the University of East Anglia.

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Detailed applications (two copies), including a curriculum vitae and three references, should be forwarded by air mail not later than 14th January, 1978, to the Registrar, Ahmadu Bello University, Zaria, Nigeria. Applications received by air mail should be accompanied by a return ticket to the University of Zaria, Zaria, Nigeria. Further particulars may be obtained from other offices.

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Professor Peter Remant,
Chairman Selection Committee,
Office of the Dean of Arts,
207 Westlock Place,
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